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ABSTRACT

In an effort to reward excellence and discourage mediocrity, an accountability-based salary system has been implemented for all administrators in the Kalamazoo school system. Administrator salaries are adjusted for performance and/or reclassification reasons. Judgments of performance are based on the extent to which an administrator achieves meaningful performance objectives and on comprehensive feedback from relevant reference groups. Reclassification is based on the scope and function of the position. Evaluation of administrators is coordinated and finally determined by the superintendent after careful analysis of extensive input from other appropriate administrators who, in turn, utilize information generated by relevant reference groups. For the 1974-75 school year, salary percentage changes for administrators vary from 0 to nine percent. These percentages, the basic salary ranges, and other specifics of the performance evaluation components for administrators are reviewed and updated periodically. (Appendixes may reproduce poorly.) (Author/WM)

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NATIONAL SCHOOL BOARDS ASSOCIATION 34th ANNUAL CONVENTION
How to Evaluate Your Administrative Staff
Clinic B 16
Houston, Texas

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Introduction

Evaluation of administrative staff is one component of the comprehensive accountability model now operating in the Kalamazoo Public Schools. To clarify the rationale for the administrator evaluation system it is necessary to digress momentarily to explain the primary thrust of the overall accountability model.

Accountability as practiced in the Kalamazoo Public Schools involves the implementation of sound management concepts in an educational environment. In that sense it is a type of "common sense" management which permeates and provides direction for the entire system. Under this model specific objectives for various programs and practices are determined, the extent to which objectives are met is measured, and this information is used as feedback for making appropriate changes and recording progress. There are minimum objectives for all students at all grade levels in all courses as well as objectives relating to academic excellence and career preparation. The commitment is made to meet these objectives at a minimum level regardless of mitigating circumstances. The accountability model enables us to maximize student learning, to provide school patrons with information regarding the educational return for their tax dollar, to determine student performance levels in all areas, to evaluate the performance of personnel throughout the system, and to weigh fiscal considerations against educational benefits as an important criterion in all decision making.

The appropriate management structure for implementing educational accountability is viewed as being analogous with that of a successful corporation. Under this analogy school taxpayers are to the school system as stockholders are to the corporation. In a like manner the Board of Education serves a function similar to that of a Board of Directors, the Superintendent has the management and leadership responsibilities held for the corporation president, and all other school administrators constitute the management team, thereby assuming leadership responsibilities in the various units, departments and buildings which are supportive of the system-wide management effort.

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It is important to emphasize the above statement "all other school administrators constitute the management team." Many school administrator groups throughout this country either have adopted or are considering adoption of a strong unionistic position. Although in most states any employee group has the right to organize, Boards of Education must not allow strong unionization of administrator groups to occur at the local level. Someone has to represent management and that "someone" has to be a management team consisting of administrative personnel in addition to the Superintendent. In that regard administrator evaluations must take into consideration an administrator's contributions to system-wide management efforts as well as contributions pertaining to unique needs of individual buildings or departments. The specific administrator accountability salary system used to evaluate administrative staff in the Kalamazoo Public Schools is presented in what follows.

Administrator Accountability Salary System

In an effort to reward excellence and discourage mediocrity an accountability-based salary system has been implemented for all administrators. With this system administrator salaries are adjusted for either or both of the following reasons: (1) performance and (2) reclassification. Judgments of performance are based on the extent to which an administrator achieves meaningful performance objectives and on comprehensive feedback from relevant reference groups. Reclassification is based on the scope and function of the position.

The administrator accountability system is similar to that for the Superintendent wherein his salary at the end of each year may be adjusted anywhere from 10 percent upward to 10 percent downward, depending on the extent to which he is able to meet specific performance objectives. One primary difference is that the evaluation of the Superintendent is based on the collective judgment of a seven-member Board of Education while the evaluation of other administrators is coordinated and finally determined by the Superintendent after careful analysis of extensive input from other appropriate administrators who in turn utilize information generated by relevant reference groups. Another difference is that for the 1974-75 school year percentage changes for administrators vary from 0 to 9 percent rather than from a negative 10 to a positive 10 percent. These percentages, basic salary ranges, and other specifics of the performance evaluation components for administrators are reviewed and updated periodically.

Performance Evaluation Components

In using the Administrator Accountability Salary System to judge performance the Superintendent bases his evaluations on two components: (1) subgroup ratings and (2) the meeting of performance objectives. Scores on these two factors are merged to determine an administrator's overall performance. The merging is such that the total evaluation based on ratings and performance objectives yields a maximum of 100 points with 50 points for ratings and 50 points for performance objectives as shown in Table 1.

TABLE 1

WEIGHTING FACTORS FOR ADMINISTRATOR ACCOUNTABILITY SYSTEM

COMPONENTS	RECOMMENDED WEIGHTS
Ratings	50
Performance Objectives	50
Total Points	100

A sample of the form used for the position of Senior High School Principal is shown on the following page in Table 2. The exact procedures followed for this position are discussed in the example on page 5. The procedure is the same for all other administrative positions with the exception that the reference groups providing ratings and the weights assigned to those ratings vary. Relevant reference groups for each administrative position are listed in Appendix A. The instrument used for Sources of Ratings is the Administrator Image Questionnaire (AIQ) shown in Appendix B. All scoring of rating forms and arithmetic computations are performed by a computer based operation resulting in the type of summary information presented in Table 2. Appropriate administrative personnel, through computer terminals, have nearly instantaneous access to this summary information as well as to the more specific information on which the summary data are based. Examples of information representing specific components of the overall administrator performance profile are shown in Appendix C.

TABLE 2

ADMINISTRATOR PERFORMANCE PROFILE

POSITION -- Senior High School Principal

RATINGS

Column 1	Column 2	Column 3	Column 4	Column 5
Sources of Ratings	Assigned Weights	Multiple Factor (Col.2÷5)	Overall Average Rating AIQ	Achieved Points (Col.4xCol.3)
1. Assistant Superintendent for Building Administration	15	3.0	4.0	12.0
2. Director of Secondary Instruction	15	3.0	4.5	13.5
3. Teachers	4	.8	3.5	2.8
4. Other Directors, Supervisors and/or Coordinators	5	1.0	4.0	4.0
5. Building Administrative Staff--Assistant Principals and Dean of Students	4	.8	4.0	3.2
6. Resource people (i.e., Instructional Specialist, Academic Specialist, Leader of Student Services, etc.)	4	.8	4.0	3.2
7. Self	3	.6	3.5	2.1
	50			40.8

PERFORMANCE OBJECTIVES

Performance Objectives Points Achieved	50	42.0
TOTAL POINTS	100	82.8

PERCENT INCREASE OR DECREASE OF SALARY _____

Example

1. Ratings

   a. The Assigned Weights column reflects the maximum number of points allowed for the various rating groups. As much as possible these weights are mutually acceptable to both the evaluator and the evaluatee, but in all cases 50% of the overall evaluation is based on Ratings.

   b. The Achieved Points column is a direct computation based on reactions of the various reference groups as reported on the Administrator Image Questionnaire (AIQ). Since the AIQ is based on a 5 point scale each Assigned Weight in the Assigned Weights column is divided by 5 to determine the Multiple Factor to be used to calculate the Achieved Points column. This Multiple Factor provides for the proper weighting in the Achieved Points column. Note therefore that the first two values in the Achieved Points column are based on a Multiple Factor of 3 times the Overall Average Rating from two Sources of Ratings. The remaining Achieved Points are derived by the same procedure being applied to other Sources of Ratings. The increase or decrease of the Overall Average Rating value could be determined by any multiple greater than 0 depending upon the weight assigned. The degree to which the Achieved Points are maximized for any Source of Rating is dependent on the Assigned Weights and Overall Average Rating. For instance, in the example the Overall Average Rating by the Assistant Superintendent for Building Administration was 4.0 yielding an Achieved Points value of 12.0 or 3.0 times 4.0. The Achieved Points generated by the Resource People is 3.2 or .8 times 4. The total Achieved Points (40.8) derived from the ratings component is a summation of Achieved Points for each Source of Rating.

2. Performance Objectives

The other component of the administrator accountability model is the extent to which an administrator meets previously stated performance objectives mutually acceptable to both the administrator and immediate superordinate. While there is significant commonality of objectives for a number of administrators such as those regarding academic achievement, elimination of discrimination, alternatives to suspensions and staff evaluation which differentiates, in all cases administrators have certain objectives unique to their building or department. Each administrator's evaluator conducts appropriate conferences and assesses relevant data in determining the weighted importance of objectives and in examining the extent to which an administrator meets stated performance objectives for each school year. At the building level the Directors of Elementary and Secondary Instruction evaluate those performance objectives relating directly to instruction and the Assistant Superintendent for Building Administration evaluates those performance objectives related to the noninstructional areas. The technique used in making this determination is basically the same as presented above for

Ratings. The following narrative in conjunction with Table 3 on page 7 describes the procedure for determining the extent to which performance objectives are met by the High School Principal.

a. The Performance Objective Number column is used to list each performance objective that is to be evaluated. For some administrators there are as few as five and for other administrative positions as many as fifteen. Labels for objectives represented by the various numbers are listed.

b. The Weighted Importance column allows the evaluator to indicate the relative importance of each objective. As in other cases the amount of importance for an objective reflects mutual agreement between the evaluator and evaluatee if at all possible. Examples of different values for Weighted Importance are shown in Table 3 where academic achievement receives a Weighted Importance rating of 10 while objectives regarding extra curricular activities receive a Weighted Importance rating of 4.

c. In the Degree of Accomplishment column a 5 point scale is used to reflect the evaluator's judgment of the extent to which an objective has been met. As indicated above, conferences are held with the administrator and evaluator to mutually examine data and assign appropriate weights and values. However, the evaluator makes the final decision regarding the degree of accomplishment for a particular objective.

d. The value in the Achieved Points column is calculated by multiplying the judged actual Degree of Accomplishment for the objective times the Multiple Factor. Since the Degree of Accomplishment is based on a 5 point scale each Weighted Importance is divided by 5 to determine the Multiple Factor. This Multiple Factor provides for the proper weighting in the Achieved Points column. As an example, Objective #9 has a Multiple Factor of .8 and the Degree of Accomplishment is judged to be 3, so the Achieved Points equals 2.4.

e. The total Achieved Points (42.0) derived for performance objectives is a summation of the Achieved Points for each objective.

3. Total Points

Finally, for the example in question by adding the two achieved scores for the two components 40.8 (ratings) and 42 (performance objectives) the administrator receives a total score of 82.8 points out of a total possible of 100. For purposes of salary adjustment these achieved points for all administrators are rank-ordered (the highest to lowest), and the Superintendent uses these values and relative rank-orders as the primary determinants in making decisions about salary changes. A salary change for an administrator not commensurate with these rank-orders must be accompanied by strong rationale.

TABLE 3

PERFORMANCE OBJECTIVES
EVALUATION FORM

POSITION -- Senior High School Principal

Column 1	Column 2	Column 3	Column 4	Column 5
Performance Objectives Number	Weighted Importance	Multiple Factor (Col. 2÷5)	Degree of Accomplishment	Achieved Points (Col.4x Col.3)
1	4	.8	4	3.2
2	10	2.0	5	10.0
3	10	2.0	4	8.0
4	3	.6	2	1.2
5	2	.4	5	2.0
6	5	1.0	4	4.0
7	4	.8	5	4.0
8	4	.8	4	3.2
9	4	.8	3	2.4
10	4	.8	5	4.0
	*50			42.0

(More Objectives May Be Listed As Needed)

NOTE: Labels for objectives represented by the various numbers are listed below.

1. Parent Involvement
2. Norm Referenced Achievement
3. Criterion Referenced Achievement
4. Elimination of Racial and Sex Discrimination
5. Alternatives to Suspensions
6. Differentiation of Staff
7. Staff Morale
8. Student Morale
9. Extra Curricular Activities
10. Staff Inservice

* An Administrator has from 10 to 15 Performance Objectives. Regardless of number of Performance Objectives the total of Column 2 equals 50.

4. Further Example

To further clarify the procedure an example of an overall evaluation for an Elementary Principal is shown below in Table 4. Note that the Sources of Ratings (Column 1) are different as are the Assigned Weights (Column 2), which in turn generate new multiples in Column 3.

TABLE 4

ADMINISTRATOR PERFORMANCE PROFILE

POSITION -- Elementary School Principal

RATINGS

Column 1	Column 2	Column 3	Column 4	Column 5
Sources of Ratings	Assigned Weights	Multiple Factor (Col.2÷5)	Overall Average Rating AIQ	Achieved Points (Col.4xCol.3)
1. Assistant Superintendent for Building Administration	15	3.0	4.5	13.5
2. Director of Elementary Instruction	15	3.0	4.0	12.0
3. Teachers	5	1.0	4.0	4.0
4. Other Directors, Supervisors and/or Coordinators	6	1.2	4.5	5.4
5. Resource people (i.e., Instructional Specialist, Academic Specialist, Leader of Student Services, etc.)	5	1.0	3.5	3.5
6. Self	4	.8	3.0	2.4
	50			40.8
PERFORMANCE OBJECTIVES				
Performance Objectives Points Achieved	50			41.0
TOTAL POINTS	100			81.8

PERCENT INCREASE OR DECREASE OF SALARY _____

Reclassification

As stated above the only other reason for adjusting salaries is occasional reclassification based on periodic studies of the scope and function of various administrative positions. These studies are conducted by a committee consisting of a representative group of administrators and personnel in the Superintendent's office. Also, the Board of Education gives ultimate approval to salary ranges reflecting job scope and function.

Evaluation Summary - Superintendent

A summary of each administrator's performance accompanied by any salary change is shared with the administrator in written form by the Superintendent. This written summary follows a conference including the administrator, Superintendent and other appropriate personnel. At the secondary level the conference participants include the Principal, Superintendent, Director of Secondary Instruction (responsible for evaluating the instructional areas of the administrator's performance) and Assistant Superintendent for Building Administration (responsible for evaluating noninstructional areas of the administrator's performance). At the elementary level, the conference participants include the Principal, Superintendent, Director of Elementary Instruction (responsible for evaluating the instructional areas of the administrator's performance) and Assistant Superintendent for Building Administration (responsible for evaluating noninstructional areas of the administrator's performance). Each Assistant Principal is scheduled in a conference with the Principal and Superintendent. Other administrative personnel are involved in a conference with their superordinate, Superintendent and other appropriate personnel. Primary factors for determining performance and salary changes are as outlined above in the Administrator Accountability Salary System. In all cases the final determination regarding performance and salary adjustments is made by the Superintendent.

APPENDICES

APPENDIX A

Reference Groups and/or Individuals
Rating Occupants of Administrative Positions

Reference Groups and/or Individuals Rating Occupants of Administrative Positions

SUPERINTENDENT

1. Principals
2. Directors
3. Supervisor, Coordinator
4. Assistant Superintendents
5. Self
6. Board Members
7. Administrators within departments

ASSISTANT SUPERINTENDENT

1. Principals
2. Directors, Supervisors, Coordinators within division
3. Peers
4. Superintendent
5. Self
6. Personnel within departments of division

DIRECTOR, SUPERVISOR AND COORDINATOR

1. Principals (when applicable)
2. Peers (Other Director, Supervisor, Coordinators)
3. Superintendent's Office (Appropriate Administrator)
4. Self
5. Personnel within department

ADMINISTRATORS WITHIN A DEPARTMENT

1. Principals (when applicable)
2. Peers (Other personnel within department)
3. Superordinate (Immediate Supervisor)
4. Self
5. Superintendent's Office (Appropriate Administrator)

PRINCIPALS

1. Teachers
2. Directors
3. Supervisors and/or Coordinators
4. Assistant Superintendent for Building Administration
5. Building Administrative Staff--High School, Junior High and Elementary (i.e., Assistant Principals, Deans of Students, etc.)
6. Resource People (i.e., Instructional Specialists, Academic Specialists, Leaders of Student Services, etc.)
7. Self

ASSISTANT PRINCIPALS

1. Teachers
2. Principals
3. Superintendent's Office (Appropriate Administrator)
4. Self
5. Resource People (i.e., Instructional Specialists, Academic Specialists, Leaders of Student Services, etc.)

OTHER ADMINISTRATIVE POSITIONS

For those administrative positions not addressed in the previous pages, the reference group and/or individuals with whom the administrator comes in contact will be identified and serve as the rating sources for the administrator.

APPENDIX B

Administrator Image Questionnaire

		Never	Seldom	Sometimes	Usually	Always
14.	Does he treat staff members in an unbiased and impartial manner?	1	2	3	4	5
15.	Does he create a feeling of unity and enthusiasm among those in contact with him?	1	2	3	4	5
16.	Does he demonstrate a sense of humor at appropriate times?	1	2	3	4	5
17.	Does he make effective decisions?	1	2	3	4	5
18.	Does he effectively evaluate programs, practices, and personnel?	1	2	3	4	5
19.	Does he coordinate the efforts of those responsible to him so that the organization operates at peak efficiency?	1	2	3	4	5
20.	Is he conscious of the problems that exist on your level?	1	2	3	4	5
21.	Does he maintain control of his emotions when things are not going right?	1	2	3	4	5
22.	Does he demonstrate leadership which results in meeting important goals and objectives?	1	2	3	4	5
23.	Are his grooming and attire appropriate?	1	2	3	4	5
24.	Are his communications properly written and do they accurately express his thoughts and ideas?	1	2	3	4	5
25.	Does he support the policies, procedures, and philosophy of the superintendent's office?	1	2	3	4	5
26.	Does he create an atmosphere in his building (or department) which is conducive to effectively meeting goals and objectives?	1	2	3	4	5
27.	Does he create a sense of trustworthiness when interacting with him?	1	2	3	4	5

If you wish, please list below one or more weaknesses of this administrator.

If you wish, please list below one or more strengths of this administrator.

11/22/72
DEB

ADMINISTRATOR IMAGE QUESTIONNAIRE

Please respond to the following questions honestly and frankly in reference to the administrator being rated. Do not give your name; all responses are anonymous. Neither the administrator about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with the responses of others from your group, will be analyzed. Image profiles representing how your administrator is perceived along several dimensions by your group will then be given to him.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items on the answer sheet are listed across the sheet. Follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only your administrator's name on the answer sheet; no other information is required except your responses.

PLEASE USE LEAD PENCIL

USE ANSWER SHEET

1 = Never
2 = Seldom
3 = Sometimes
4 = Usually
5 = Always

WHAT IS YOUR OPINION CONCERNING THIS ADMINISTRATOR'S BEHAVIOR:	Never	Seldom	Sometimes	Usually	Always
1. Does he express his ideas smoothly and articulately?	1	2	3	4	5
2. Is he patient, understanding, considerate, and courteous?	1	2	3	4	5
3. Does he show interest and enthusiasm toward his work?	1	2	3	4	5
4. Does he demonstrate a thorough knowledge and understanding of school administration?	1	2	3	4	5
5. Does he demonstrate the initiative and persistence needed to accomplish goals and objectives?	1	2	3	4	5
6. Does he support those responsible to him?	1	2	3	4	5
7. Does he adjust rapidly to changes in plans or procedures?	1	2	3	4	5
8. Does he function effectively under pressure?	1	2	3	4	5
9. Does he consider divergent views?	1	2	3	4	5
10. Does he encourage staff members to raise questions and express opinions?	1	2	3	4	5
11. Does he assign tasks to personnel capable of carrying them out?	1	2	3	4	5
12. Does he show a willingness to try new approaches or methods?	1	2	3	4	5
13. Does he clearly define and explain what is expected of staff members?	1	2	3	4	5

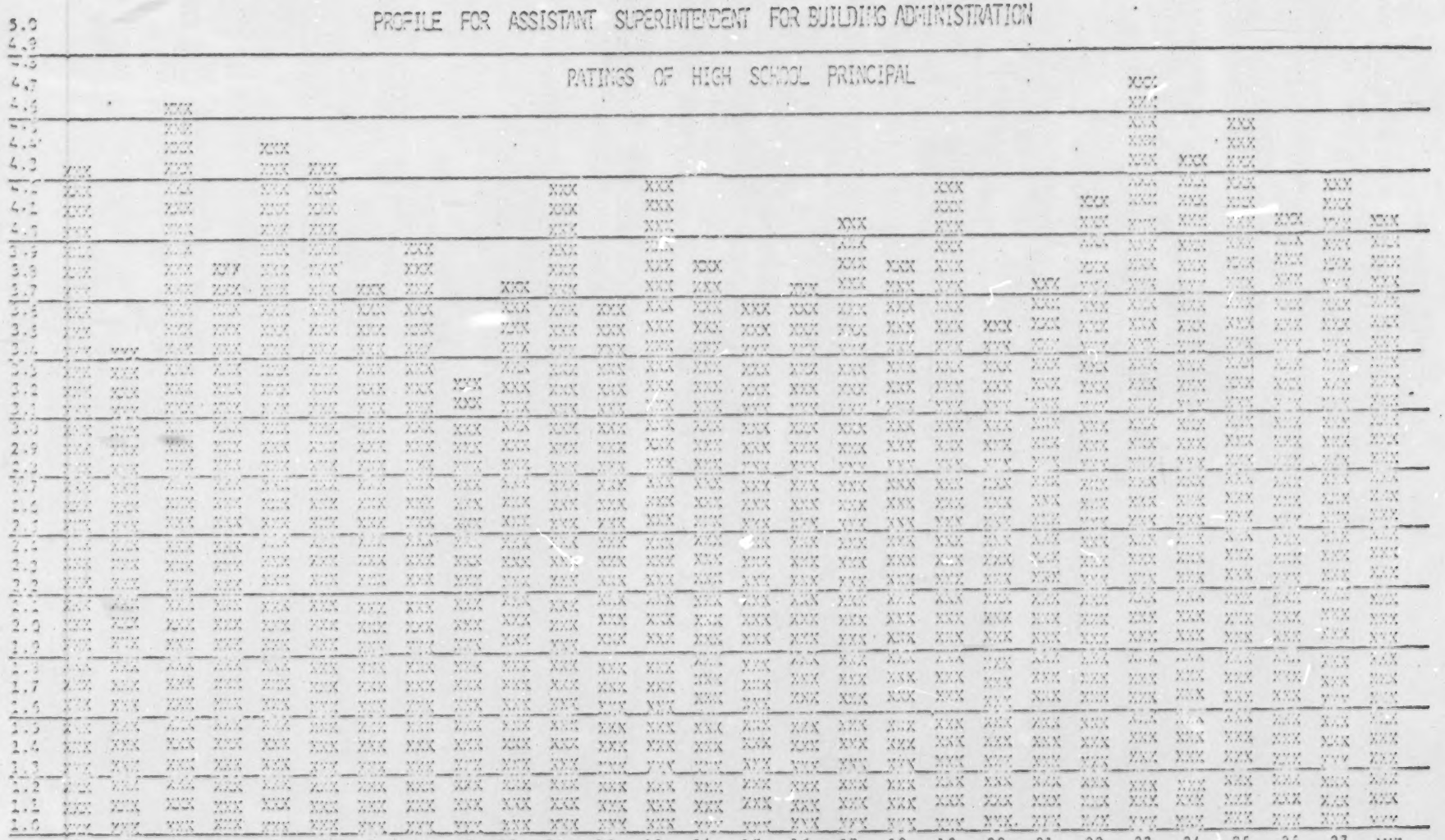
(OVER)

APPENDIX C

Profile for Assistant Superintendent for Building Administration Ratings of High School Principal

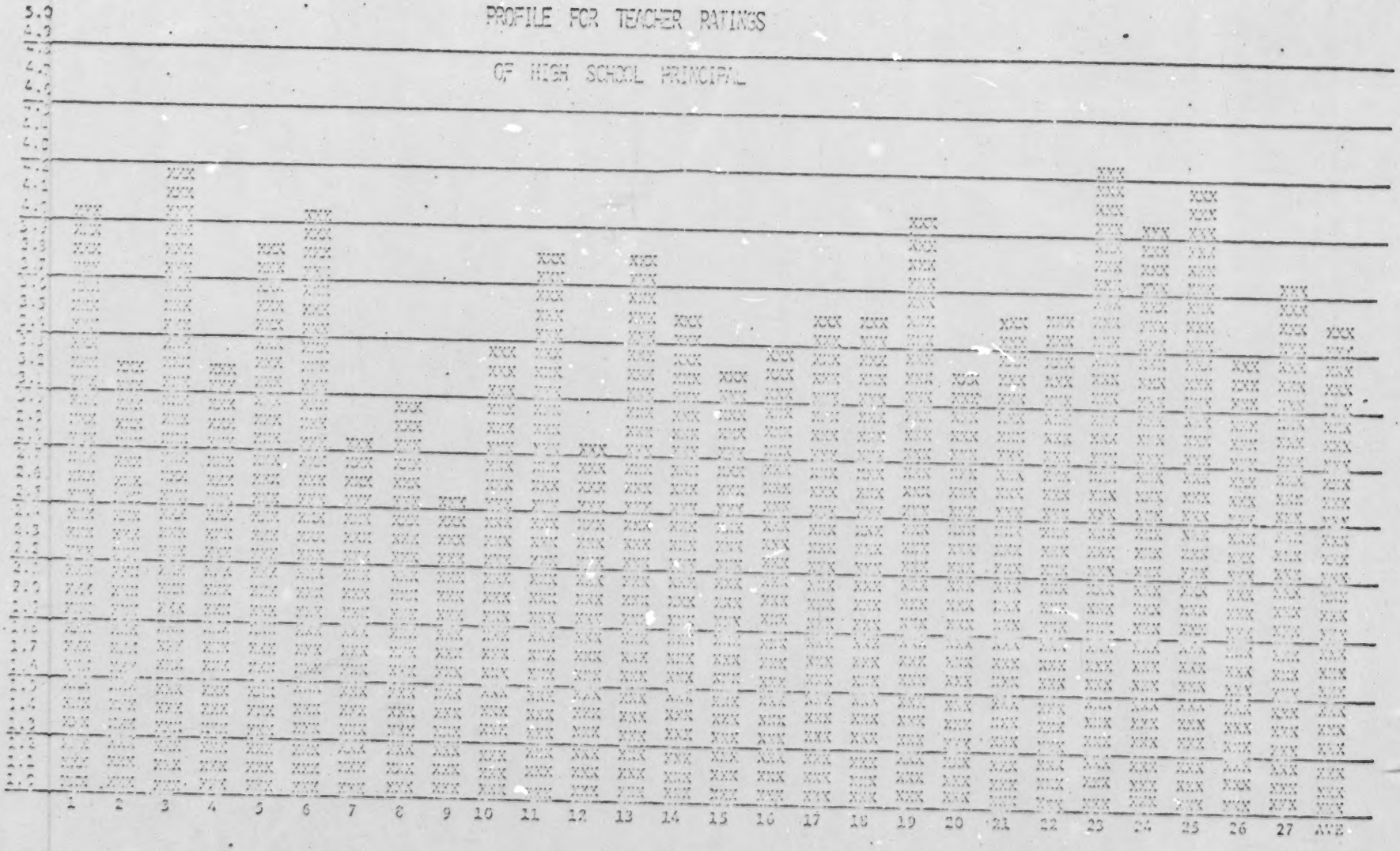
Profile for Teacher Ratings of High School Principal

Profile for Performance Objectives Achievement



KEY TO ITEMS

1. Verbal Fluency
2. Consideration of Others
3. Attitude Toward Job
4. Technical Competence
5. Achievement Drive
6. Supportiveness
7. Flexibility
8. Performance under Stress
9. Openness
10. Staff Participation
11. Delegate Responsibility
12. Innovativeness
13. Communicating
14. Fairness
15. Staff Morale
16. Sense of Humor
17. Decision-Making
18. Evaluating Ability
19. Administrative Skill
20. Awareness
21. Self-Control
22. Leadership Skill
23. Appearance
24. Written Communication
25. Supports Superintendent
26. Productive Atmosphere
27. Trustworthiness
28. Average 1-27



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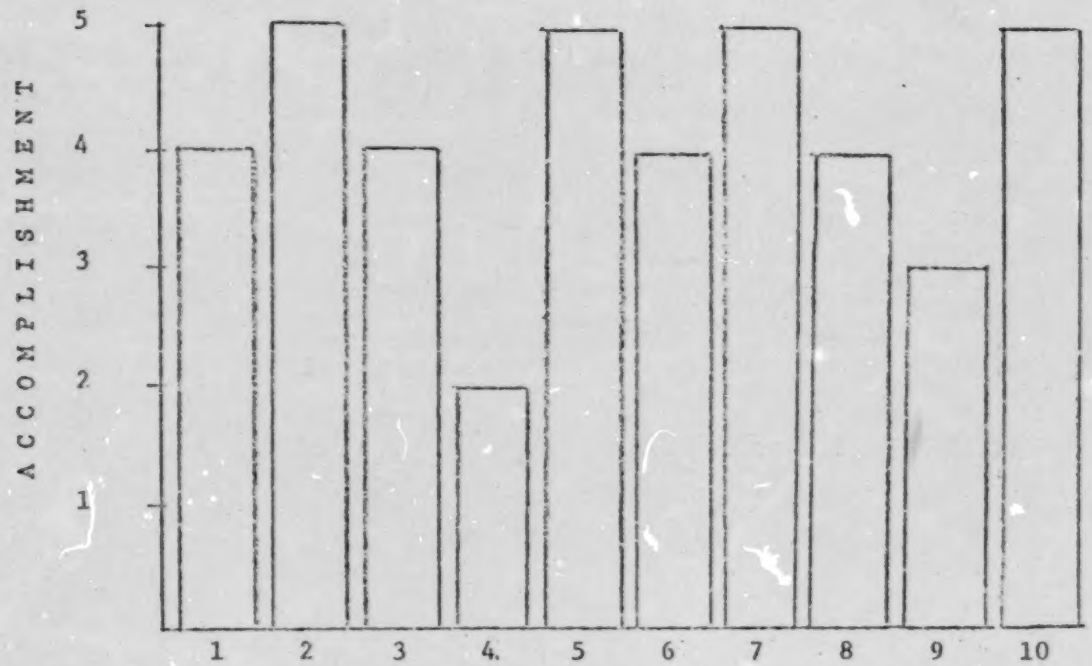
20. Awareness
21. Self-Control
22. Leadership Skill
23. Appearance
24. Written Communication
25. Supports Superintendent
26. Productive Atmosphere
27. Trustworthiness
28. Average 1-27

PROFILE FOR
PERFORMANCE OBJECTIVES
ACCOMPLISHMENT

Position--Senior High School Principal



1. Parent Involvement
2. Norm Referenced Achievement
3. Criterion Referenced Achievement
4. Elimination of Racial and Sex Discrimination
5. Alternatives to Suspensions
6. Differentiation of Staff
7. Staff Morale
8. Student Morale
9. Extra Curricular Activities
10. Staff-In-Service